

## Campobello-Gramling School

250 Fagan Avenue  
Campobello, SC 29349

<b>Grades</b>	PK-8 Elementary School	
<b>Enrollment</b>	651 Students	
<b>Principal</b>	John Hodge	864-472-9481
<b>Superintendent</b>	Dr. Jimmy Littlefield	864-472-2846
<b>Board Chair</b>	Mr. Phillip Mosley	864-472-2846

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
3	42	40	3	0

## IMPROVEMENT RATING

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

## ADEQUATE YEARLY PROGRESS

**NO**

This school met 13 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Below Average	No
<b>2005</b>	Good	Below Average	No
<b>2006</b>	Good	Good	No

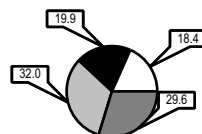
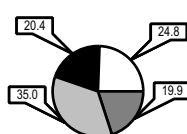
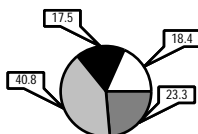
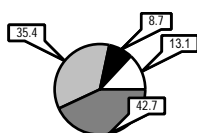
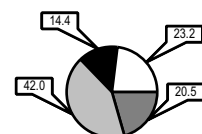
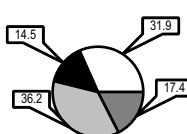
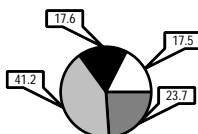
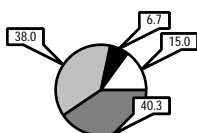
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	410	95.1	15.5	36.4	39.1	9.0	57.3	Yes	Yes
<b>Gender</b>									
Male	208	94.7	19.9	36.6	37.1	6.5	55.9	N/A	N/A
Female	202	95.5	11.0	36.3	41.2	11.5	58.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	365	95.3	15.2	33.0	42.4	9.4	60.9	Yes	Yes
African American	30	90.0	13.0	73.9	8.7	4.3	26.1	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	40.0	40.0	20.0	0.0	30.0	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	348	99.4	9.2	38.5	42.2	10.2	62.5	N/A	N/A
Disabled	62	71.0	62.8	20.9	16.3	0.0	18.6	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	410	95.1	15.5	36.4	39.1	9.0	57.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	403	95.0	14.4	36.7	39.8	9.1	58.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	182	95.1	23.3	43.4	29.6	3.8	42.8	Yes	Yes
Full-pay meals	224	95.1	9.6	31.1	46.4	12.9	68.4	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	410	95.1	14.9	40.8	21.7	22.6	59.5	Yes	Yes
<b>Gender</b>									
Male	208	94.7	12.4	38.7	28.0	21.0	63.4	N/A	N/A
Female	202	95.5	17.6	42.9	15.4	24.2	55.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	365	95.3	13.3	40.6	21.8	24.2	62.7	Yes	Yes
African American	30	90.0	30.4	39.1	26.1	4.3	34.8	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	20.0	50.0	20.0	10.0	30.0	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	348	99.4	10.5	41.2	23.7	24.6	64.3	N/A	N/A
Disabled	62	71.0	48.8	37.2	7.0	7.0	23.3	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	410	95.1	14.9	40.8	21.7	22.6	59.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	403	95.0	14.1	41.2	21.8	22.9	60.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	182	95.1	23.9	45.3	16.4	14.5	46.5	Yes	Yes
Full-pay meals	224	95.1	8.1	37.3	25.8	28.7	69.4	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	410	96.8	28.5	33.7	20.1	17.8	37.9
<b>Gender</b>							
Male	208	97.6	24.5	30.1	23.5	21.9	45.4
Female	202	96.0	32.6	37.4	16.6	13.4	29.9
<b>Racial/Ethnic Group</b>							
White	365	97.3	26.2	33.1	21.5	19.2	40.7
African American	30	90.0	58.3	25.0	12.5	4.2	16.7
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	40.0	60.0	0.0	0.0	0.0
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	348	99.4	21.2	36.3	22.8	19.7	42.5
Disabled	62	82.3	69.0	19.0	5.2	6.9	12.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	410	96.8	28.5	33.7	20.1	17.8	37.9
<b>English Proficiency</b>							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	403	96.8	27.9	33.7	20.4	18.0	38.5
<b>Socio-Economic Status</b>							
Subsidized meals	182	96.7	40.1	34.7	18.6	6.6	25.1
Full-pay meals	224	96.9	19.4	32.9	21.3	26.4	47.7

<b>Social Studies</b>							
All Students	410	96.8	22.1	37.8	22.4	17.7	40.1
<b>Gender</b>							
Male	208	97.6	17.3	37.1	22.8	22.8	45.7
Female	202	96.0	27.3	38.5	21.9	12.3	34.2
<b>Racial/Ethnic Group</b>							
White	365	97.3	21.2	36.5	23.2	19.1	42.3
African American	30	90.0	25.0	54.2	16.7	4.2	20.8
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	30.0	50.0	20.0	0.0	20.0
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	348	99.4	16.9	37.5	24.9	20.6	45.5
Disabled	62	82.3	50.8	39.0	8.5	1.7	10.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	410	96.8	22.1	37.8	22.4	17.7	40.1
<b>English Proficiency</b>							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	403	96.8	22.0	37.3	22.8	18.0	40.7
<b>Socio-Economic Status</b>							
Subsidized meals	182	96.7	29.3	41.3	21.0	8.4	29.3
Full-pay meals	224	96.9	16.6	35.0	23.5	24.9	48.4

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	68	100.0	21.0	27.4	43.5	8.1	51.6
	4	66	100.0	28.1	29.7	40.6	1.6	42.2
	5	65	100.0	12.5	39.1	48.4	0.0	48.4
	6	68	100.0	16.9	43.1	32.3	7.7	40.0
	7	70	98.6	19.4	40.3	37.3	3.0	40.3
	8	64	100.0	23.0	34.4	34.4	8.2	42.6
2006	3	87	96.6	9.2	31.6	46.1	13.2	59.2
	4	68	98.5	20.6	39.7	36.5	3.2	39.7
	5	68	92.6	10.3	34.5	44.8	10.3	55.2
	6	67	92.5	21.3	26.2	36.1	16.4	52.5
	7	60	91.7	11.1	50.0	35.2	3.7	38.9
	8	60	98.3	21.4	39.3	33.9	5.4	39.3
<b>Mathematics</b>								
2005	3	68	100.0	16.1	59.7	17.7	6.5	24.2
	4	66	100.0	32.8	23.4	28.1	15.6	43.8
	5	65	100.0	18.8	40.6	26.6	14.1	40.6
	6	68	100.0	9.2	33.8	36.9	20.0	56.9
	7	70	100.0	20.9	34.3	20.9	23.9	44.8
	8	64	100.0	19.7	42.6	21.3	16.4	37.7
2006	3	87	96.6	9.2	42.1	23.7	25.0	48.7
	4	68	98.5	17.5	44.4	28.6	9.5	38.1
	5	68	92.6	27.6	36.2	17.2	19.0	36.2
	6	67	92.5	9.8	26.2	34.4	29.5	63.9
	7	60	91.7	9.3	51.9	7.4	31.5	38.9
	8	60	98.3	17.9	44.6	16.1	21.4	37.5
<b>Science</b>								
2005	3	68	100.0	22.6	40.3	33.9	3.2	37.1
	4	66	100.0	39.1	26.6	17.2	17.2	34.4
	5	65	98.5	30.2	34.9	12.7	22.2	34.9
	6	68	100.0	30.8	30.8	16.9	21.5	38.5
	7	70	98.6	34.3	32.8	17.9	14.9	32.8
	8	64	100.0	29.5	41.0	18.0	11.5	29.5
2006	3	87	100.0	22.8	41.8	22.8	12.7	35.4
	4	68	100.0	31.3	32.8	21.9	14.1	35.9
	5	68	92.6	19.4	29.0	14.5	37.1	51.6
	6	67	94.0	34.4	23.4	21.9	20.3	42.2
	7	60	95.0	31.6	33.3	19.3	15.8	35.1
	8	60	98.3	33.3	40.4	19.3	7.0	26.3
<b>Social Studies</b>								
2005	3	68	100.0	11.3	40.3	22.6	25.8	48.4
	4	66	100.0	23.4	39.1	23.4	14.1	37.5
	5	65	98.5	19.0	30.2	33.3	17.5	50.8
	6	68	98.5	12.5	35.9	29.7	21.9	51.6
	7	70	98.6	44.8	34.3	14.9	6.0	20.9
	8	64	98.4	30.0	46.7	18.3	5.0	23.3
2006	3	87	100.0	15.2	24.1	39.2	21.5	60.8
	4	68	100.0	20.3	39.1	28.1	12.5	40.6
	5	68	92.6	19.4	35.5	19.4	25.8	45.2
	6	67	94.0	20.0	33.8	18.5	27.7	46.2
	7	60	95.0	28.1	52.6	5.3	14.0	19.3
	8	60	98.3	33.3	47.4	17.5	1.8	19.3

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 651)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.4%	Up from 0.9%	2.8%	2.8%
Attendance rate	96.0%	Up from 95.9%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.2%	Up from 3.0%	0.2%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	4.2%	Up from 3.2%	0.2%	0.0%
Eligible for gifted and talented	29.5%	Up from 27.6%	14.5%	10.4%
On academic plans	29.7%	N/AV	28.0%	33.6%
On academic probation	17.0%	N/AV	0.0%	1.0%
With disabilities other than speech	12.5%	No change	7.3%	7.5%
Older than usual for grade	0.7%	Up from 0.2%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 48)</b>				
Teachers with advanced degrees	60.4%	Down from 62.5%	55.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.6%	N/A	2.3%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	93.9%	Up from 93.4%	88.7%	87.3%
Teacher attendance rate	96.1%	Up from 95.2%	95.2%	94.9%
Average teacher salary	\$44,986	Up 1.3%	\$42,930	\$42,485
Prof. development days/teacher	6.1 days	Up from 6.0 days	12.4 days	13.3 days
<b>School</b>				
Principal's years at school	21.0	Up from 20.0	6.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 15.3 to 1	19.3 to 1	18.6 to 1
Prime instructional time	91.3%	Up from 90.4%	90.3%	89.7%
Dollars spent per pupil*	\$6,725	Up 11.6%	\$6,125	\$6,557
Percent of expenditures for teacher salaries*	68.6%	Up from 67.9%	64.9%	64.0%
Percent of expenditures for instruction*	70.1%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 96.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	3.6%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Campobello-Gramling School is a student-centered school, K4 through 8th Grade, that offers many strong programs to enhance learning. The Reading Recovery Program, the Pat Cunningham Model for English Language Arts, and Algebra I for high school credit are a few of the exemplary programs offered. This school offers self-contained classes for LD and EMD students. We have received Palmetto Gold and Silver Awards, the State's Exemplary Writing Award, the Red Carpet Award, and the Exemplary Career Guidance Award.

The school enjoys strong support from the School Improvement Council, the PTO, and the community at large. We have a local business partner that provides volunteers, tutors, and financial support for the school newspaper.

PACT scores continue to be very good but our focus is on student learning and not the scores.

We are proud to be preparing students for life in the 21st century.

William H. Sapp, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	40	57	75
Percent satisfied with learning environment	100.0%	96.5%	85.1%
Percent satisfied with social and physical environment	100.0%	98.2%	82.4%
Percent satisfied with school-home relations	97.4%	98.2%	80.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.